

## College and Career Literacy

### Lesson Preparation

Daily Lesson 5	READING	
	TEKS	Ongoing TEKS
	E1.Fig19B E1.8A E1.9A,C E1.11B	E1.26A
<b>Key Understandings and Guiding Questions</b>	<ul style="list-style-type: none"> <li>Authors use a repertoire of strategies that enable them to vary form, style, and structure, in order to write for different purposes, audiences, and contexts.</li> </ul> <p>— How important is literacy for your future?</p>	
<b>Vocabulary of Instruction</b>	<ul style="list-style-type: none"> <li>Visual representation</li> </ul>	
<b>Materials</b>	<ul style="list-style-type: none"> <li>Reader's Notebook (1 per student)</li> <li>Teacher Reader's Notebook (1)</li> <li>Independent reading novel (1 per student)</li> <li>Library or media center access</li> <li>Chart paper (if applicable)</li> </ul>	
<b>Attachments and Resources</b>	<ul style="list-style-type: none"> <li>Teacher Resource: <b>English I Unit 05B Reading Appetizer</b> (1)</li> </ul>	
<b>Advance Preparation</b>	<ol style="list-style-type: none"> <li>Prepare to display visuals as appropriate.</li> <li>Determine appropriate visual representations for student selection. Prepare examples as needed. Some suggestions include: Web 2.0 tools (Prezi, Glogster Edu, WebPoster), Microsoft PowerPoint, poster display, information booth, pamphlet, etc.</li> <li>Students may need access to computers to prepare their visual representations. Prepare accordingly.</li> <li>Refer to: Teacher Resource: <b>English I Unit 05B Reading Appetizer</b>. Prepare accordingly.</li> </ol>	
<b>Background Information</b>	This Instructional Routine partially assesses Performance Indicator: <i>"In a small group, use available online and print resources to study a selected career. Discuss the purposes of the resources and the most important details. Create a visual representation (e.g., pamphlet, digital presentation, web page, display board) to inform others about the job/career. Share the information with the class."</i>	
<b>Teacher Notes</b>	This <a href="#">Instructional Routine</a> may take more than one class period to complete. Plan accordingly.	

## Instructional Routines

Daily Lesson 5	READING
<b>Duration and Objective</b>	<p>Suggested Duration: 50-60 min.</p> <p><u>Content Objective</u>: Students prepare a visual presentation of synthesized information.</p>
<b>Mini Lesson</b>	<ol style="list-style-type: none"> <li>1. Reading Appetizer.</li> <li>2. Brainstorm with students examples of visual representations they may choose to use to present the information they have gathered about their chosen career. Ask: <b>What elements make a visual representation effective?</b> Discuss responses.</li> <li>3. Ask: <b>What does it mean to synthesize information?</b> Discuss responses, emphasizing the need to synthesize the information they have gathered from various sources.</li> </ol>
<b>Learning Applications</b>	<ol style="list-style-type: none"> <li>1. In small groups, students create a visual representation of the career information they have gathered.</li> </ol>
<b>Closure</b>	<ol style="list-style-type: none"> <li>1. Ask: <b>What elements make a visual representation effective?</b> Discuss responses.</li> </ol>